



It Takes a City

Bridging LEAs to Resources for Enhanced Student Outcomes
Student Information Sharing

Where Are We Now?

At your table, review student profile and identify the following:

- What are the needs of the student or family?
- What are the school/LEA inputs aimed at addressing these needs?
- What are the city agency inputs aimed at addressing these needs?
- Are there any promising practices?



Where Do We Need to Be?

- Using the student profile, what are the proper system (agency) inputs to address the needs of the student? Discuss what is supposed to happen from the **agency side**.
- Using the student profile, what are the proper school inputs to address the needs of the student? Discuss what is supposed to happen from the **school/LEA side**.
- What are some key gaps between actual student needs and the school, LEA, and city's ability to address the needs?
- What are some root causes to the challenges?



What Do We Need to Do to Get There?

Based on our analysis, what should this group propose tackling?

- Identify **one long-term goal**. If we see “X,” we will know we are successful.
- Identify **one short-term objective**. What can we do in the next 60 days that is actionable and will create change?
- What immediate next steps need to be taken by whom in order for us to hit our 60 day objective?
- What will be our communication plan?



Primary Function of CSSD

COURT SOCIAL SERVICES DIVISION (CSSD) is part of the District of Columbia Superior Court and is the District's juvenile probation agency. CSSD is responsible for serving and supervising juveniles involved in the “front-end” of the District's juvenile justice system. Those juveniles include: all newly arrested youth entering the Court system in juvenile delinquency cases, Persons In Need of Supervision (PINS) cases and truancy cases, probation, and diversion matters.



Primary Function of CSSD

- CSSD currently has an average of 1,600 juveniles under its supervision at any given time. The Division's staff is responsible for:
 - Screening and assessing each newly arrested youth's risk to public safety;
 - Making petition recommendations to the Office of the Attorney General;
 - Conducting youth and family assessments, including Family Group Conferences;
 - Advising and making recommendations to the Court throughout all phases of the adjudication process;
 - Conducting home, school, and community assessments toward the development of comprehensive pre- and post- disposition probation services, supervision plans and alternatives to detention;
 - Coordinating services and monitoring all court involved youth and
 - Recommending and facilitating commitment of youth to the District of Columbia's Department of Youth Rehabilitative Services;



CSSD- Key Initiatives

- Balanced And Restorative Justice (BARJ Drop-in Center)
- Delinquency Prevention Unit (DPU)
- CGC evaluations/therapy
- Tutoring/Mentoring
- Summer Curfew Initiatives
- School Visits/School Attendance Monitoring
- Internal Residential Review Committee (IRRC)
- Cool House – Therapeutic Group Home
- Walk-in Truancy Referrals
- Purchase of Services
- Red Door/Clothing Drive
- Referrals/collaboration with CSA and Community Collaboratives
- ACE Diversion Program



CSSD- Collaboration with Schools

- School visits
- Participation in IEP/manifestation meeting
- Truancy prevention meetings/presentations with schools
- Friday Community Support
- Truancy Task Force to address the new law



CSSD- Future Collaboration

- Seamless exchange of educational information
 - Easier entry into all schools and contact with school personnel
 - Accessibility to cumulative files



Department of Youth Rehabilitation Services (DYRS)

- Department of Youth Rehabilitation Services (DYRS) provides supervision of youth in the juvenile justice system that are committed to our agency.
- DYRS Office of Education provides consultation and resources to Families, Youth and DYRS Staff to support our youths overall success in secondary and post-secondary education.
- DYRS Office of Education works at ensuring a seamless and successful transition of our youth throughout educational institutions, providing necessary services to support their academic success.



Department of Youth Rehabilitation Services (DYRS)

- DYRS Education Office has established successful ongoing relationships with DCPS, OYE, OSSE, and several Charter Schools to support our youths success.
- Effective partnerships with agency's and schools would include data sharing and access to systems.
- Future collaborations with DCPS for a Transitional Academy pilot program to be used as a step down model for our youth who transition from out of state placements or have been expelled from traditional schools would be ideal.
- For additional information, schools can contact Lloyd Cornish at Lloyd.Cornish@dc.gov or Dr. Marla Wyche-Hall at Marla.Wyche-Hall@dc.gov.



Department of Behavioral Health

- The Department of Behavioral Health (DBH) primary function is to provide support and services to children, youth and adults with mental and/or substance use disorders in both the community and residential settings including acute care.
- DBH contracts with Core Service Agencies located throughout the District to provide mental health and/or substance abuse treatment. We also provide mental health services in the school through our School Mental Health Program, Primary Project and Wraparound.
- The Core Service Agencies, School Mental Health Program, Primary Project and Wraparound provide an array of behavioral health services, including several evidence-based programs.



Department of Behavioral Health

- DBH has partnership agreements with 51 DCPS, 19 Charter Schools for SMHP. In addition, wraparound is available within 1 high school, 1 elementary school and 8 middle schools. 2 middle schools have 2 wraparound Care Coordinators.
 - In order for the partnerships to be effective, it is crucial for teaming and communication amongst service providers and school personnel at each level. In addition, all team players need to understand the priorities and language of each system.
 - Collaboration in the future is promising as OSSE and DBH are exploring expansion of Wraparound to assist children and youth returning to home school from nonpublic school placements and the South Capital Bill legislates the expansion of school mental health.
 - DBH has partnership agreements with 51 DCPS, 19 Charter Schools for SMHP. In addition, wraparound is available within 1 high school, 1 elementary school and 8 middle schools. 2 middle schools have 2 wraparound Care Coordinators.
- For additional questions or resources regarding school mental health services, please contact Barbara Parks at 202-698-1871 or 202-698-2392 and Trina



Department of Human Services

- **The Department of Human Services'** (DHS) primary mission, in collaboration with the community, is to assist low-income individuals and families to maximize their potential for economic security and self-sufficiency.
- Direct and/or indirect services provided to students and families include: Temporary Assistance for Needy Families (TANF), Medical Assistance, Supplemental Nutrition Assistance Program (SNAP) (aka Food Stamps), Child Care Subsidy, Burial Assistance, Interim Disability Assistance, Refugee Cash Assistance programs; Adult Protective Services and a range of services for families and individuals who experience housing instability and other barriers/challenges.



Key Initiatives and Collaborations

- **Key initiatives that support students, families and educators:**
 - Parent and Adolescent Support Services program (PASS) – early intervention truancy reduction program.
 - Teen Parent Assessment Program (TPAP) - empowers teen parents under age 18 to move toward self-sufficiency by providing case management and support services to teen parents who are receiving TANF benefits.
 - Access to public benefits and emergency housing services

- **Current collaborations with schools:**
 - New Heights Program – Support program located in designated schools for teen parents who receive TANF, to ensure they meet educational requirements.
 - TPAP –Collaborates with the DC Campaign to Reduce Teen Pregnancy, and DCPS and Public Charter Schools to implement workshops on relevant topics.



Next Steps

- Elements necessary for effective partnerships include:
 - Consensus on goals, roles and collaborative responsibilities.
 - Consistent and concise communication.
 - Dedicated staff committed to the collaborative process.
- Ideas for future collaborations:
 - MOUs with DCPS and Charter Schools.
 - Supportive information on the students referred to receive PASS services.
- **Contact information re: questions or resource information:**
- Teen Parent Assessment Program (TPAP)
 - Email: Henry.Jones@dc.gov
 - Phone: (202) 698-6671
- Parent and Adolescent Support Services (PASS) /Alternatives to the Court Experience Diversion Program (ACE)
 - Email: dhs.pass@dc.gov
 - Phone: (202) 698-4334
- Public Benefits:
 - 727-5355 (Change Center)
- Emergency Shelter:
 - 800-535-7252 (Shelter hotline)



Rehabilitation Services Administration (RSA)

- What is your agency's primary function?
 - DDS Rehabilitation Services Administration (DDS/RSA) works with eligible persons with disabilities choose support services and career options that help them transition into and maintain employment. RSA provides individualized short-term services based on the person's needs.
- What direct and/or indirect services do you provide to students and families?
 - The DDS/RSA Youth in Transition Units can provide these short-term services to youth with disabilities while they are still in high school to help them:
 - Explore interests and abilities;
 - Plan for how to achieve long-term employment goals; and
 - Prepare for careers.
- What direct and/or indirect services do you provide to students and families?
 - Services are individualized and based on the needs of the youths and their families.
- Please describe some of your key initiatives that support students, families, and educators.
 - Ensure that youth with disabilities have paid work experience prior to exiting high school.



Rehabilitation Services Administration (RSA)

- How do you currently collaborate with schools?
 - DDS/RSA has a Memorandum of Agreement with OSSE and DCPS that allows OSSE and DCPS to share with DDS/RSA the total number of students with IEP or 504 plans between the ages of 14-22 to gauge the number of potential applications to DDS / RSA for the school year.
 - The MOA between DDS/RSA and DCPS allows for sharing of student information between the two agencies to ensure accuracy of applications to DDS/RSA and effective collaboration and service coordination between VR Specialists and school staff.
 - DDS/RSA and DCPS hold monthly check-in meetings to review the number of applications and address process issues
 - VR Transition Specialists conduct outreach to students, families, and school staff as well as provide technical assistance to school staff
 - VR Specialists aka “Counselors” conduct intake interviews, guidance and counseling, career exploration and other services listed in the Individualized Plan for Employment at the DCPS, Charter and Non-Public Schools schools.
 - Participate in the DC Secondary Transition Community of Practice



Rehabilitation Services Administration (RSA)

- What do you see as necessary for effective partnerships?
 - Clearly defined roles and responsibilities
 - Identified points of contacts to resolve issues
 - Frequent “check-in” meetings to review process, plan, course correct, and act.
- What ideas do you have for future collaboration?
 - Develop formal relationships with all public charter schools
 - Ensuring that students with disabilities have work paid experience prior to exiting high school.



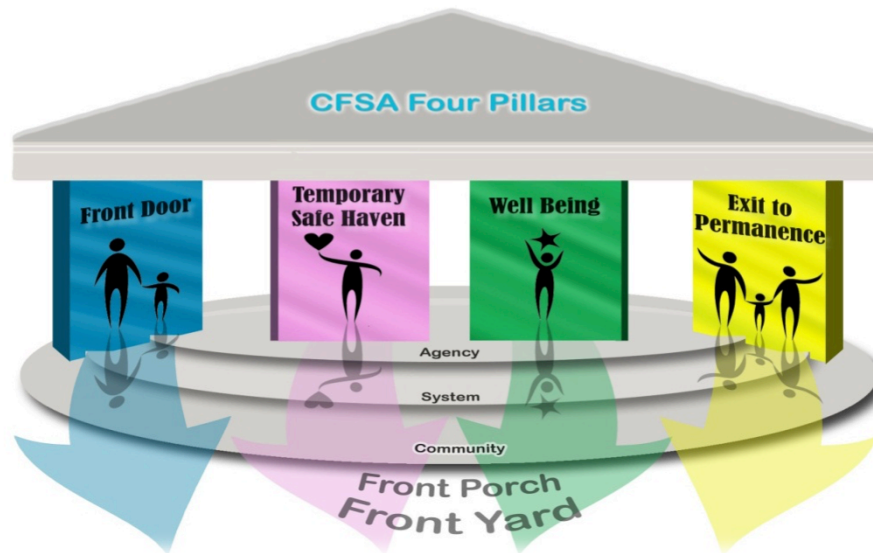
Rehabilitation Services Administration (RSA)

- Who should schools contact if they have additional questions or need resources?
 - VR Transition Specialists for outreach and technical support
 - Cheryl Thorpe: cheryl.thorpe@dc.gov
 - Joyce Johnson: joyce.johnson@dc.gov
 - dds.dc.gov for a list of schools assigned to the VR Transition Specialists
 - VR Specialists for coordination of services with youth who have submitted an application and moving through the DDS/RSA process.



Child and Family Services Agency

- To improve the safety, permanence, and well being of abused and neglected children in the District of Columbia and to strengthen their families.
- CFSA is the child welfare **agency**. The child welfare **system** is composed of numerous public and private organizations partnering together.
- The Four Pillar Strategic Agenda guides our practice.



Who We Serve

As of October 22, 2014:

Number of children declined 12% - 15% in each of the past three years

Total children/youth = **2,893**

In home = 1,775 (61%)

Out of home = 1,118 (39%)

Ages:
50% 12 or older

Males/Females:
50/50

African-American = 94%
All other races = 6%

676 foster children enrolled in school this year

- 325 special education
- 209 DCPS
- 139 DC Charter
- 182 PG County
- 60%-70% of DCPS and Charter foster youth not proficient based on DC CAS



Education

- **Key Education Initiatives**
- Comprehensive education strategy
 - Use of Blueprint for Change developed by ABA Center for Children and the Law, Center for Foster Care and Education
 - A framework to help child welfare agencies guide education success for children in foster care (see handout)
 - Set of recommendations around the following six areas: Policy, Training and Resources, Practice Change, Internal Capacity and Staffing, External Coordination and Data Sharing
- **Education Data**
- FACES – our system for managing all data
- Internal Education Information
 - Individual collection by social workers
 - A+ assessment information
 - Tutoring assessments/reporting
- Data collaboration
 - OSSE – access to SLED for kids in care
 - OSSE – access to SEDS for kids in care (coming soon)
 - DCPS – access to Quick Base and provision of some monthly data
 - PG County – working on MOA for information sharing on School Max and test scores
 - MD State Department of Education – working on access to Maryland On-Line system for special education



Child and Family Services Agency

Education Supports for Kids in Care

- Screening at the front door (ASQ and ASQ-SE) and referrals to Strong Start and Early Stages
- Monitoring of education by social workers, GALs and AAGs
- Education Unit in Office of Well Being to provide specialized support (tutoring, mentoring and transportation services for school stability) and to collaborate with all education agencies on access to data, special education and enrollment.
- Office of Youth Empowerment to support college readiness and career development

Future Collaboration

- Better communication when youth enter care if staying in same school or moving to a new school and ongoing communication – central points of contact
- Better data sharing and reporting to support better educational outcomes
- Partnering with CFSA on education strategy

Who to Contact

- Abuse or Neglect – Hotline 202-671-SAFE (mandatory reporting)
- Education Triage Unit (pending education neglect referrals)
 - Joseph Osiecki - 202-727-7807
- Office of Well Being – any other education concern
 - Tim Fitzgerald (K-5) – Education Specialist 727-8028
 - Charlotte Williams (6-8) – Education Specialist 715-7787
 - Cortni Mitchell-Colson (9-12) – Education Specialist 727-4951



Children and Youth Investment Trust

VISION: Every youth and family thrives in each community across DC

MISSION: DC Trust exists to empower youth to use their talents in creating successful lives through:

- **ALIGNING RESOURCES:** Strategically investing in the programmatic, human, and financial resources needed to create positive youth outcomes
- **BUILDING SYSTEMS:** Developing a coordinated youth-focused program infrastructure
- **CONNECTING PARTNERS:** Creating strategic alliances that increase program reach, quality, and impact



Children and Youth Investment Trust



District of Columbia One City Youth Goals*



Goal			Example Activities	Youth Development Outcomes	Younger Youth Outcomes ¹ (5-12 years)	Older Youth Outcomes ¹ (13-18 years)	Young Adult Outcomes ¹ (19-24 years)	Youth Impact Outcome
1	Workforce Development	Young people will gain meaningful work and career exposure, experience, and skills ² .	<ul style="list-style-type: none"> Exposure to career paths Meaningful interaction with professionals Informal and structured training experiences and opportunities 	Mastery and Future	65% of younger youth will be able to identify their strengths and interests.	65% of older youth will be able to identify future career paths that incorporate their strengths and interests.	65% of young adults will be engaging in activities (ex. internships, training, apprenticeships, post-secondary program) around their career interests and/or path.	<ul style="list-style-type: none"> Lower unemployment rate for city Increase in youth employment rates Retention at job Increase college graduation rates
				Employability	65% of younger youth will have knowledge about different career paths.	65% of older youth will have knowledge of steps needed to reach their identified career goals.		
				Responsibility and Autonomy	65% of younger youth will have knowledge of the different skills needed for employment (ex. resumes, time management).	65% of older youth will have employability skills (ex. resume/cover letter, time management).	66% of young adults will exhibit employability by gaining and retaining work opportunities.	
2	Educational Achievement	Children and youth will increase their academic knowledge and skills and increase their chance of academic advancement.	<ul style="list-style-type: none"> Exposure to reading, writing, and oral presentation skills Exposure and engagement in math and STEM activities College awareness and college-going support Opportunities to learn and practice leadership skills. Opportunities for creative expression 	Intellectual Ability	65% of younger youth will learn and be able to demonstrate growth and confidence in oral communication, literacy, and critical thinking skills.	65% of older youth will learn and be able to demonstrate growth and confidence in oral communication, literacy, and critical thinking skills.	65% of young adults will learn and be able to demonstrate growth and confidence in oral communication, literacy, and critical thinking skills.	<ul style="list-style-type: none"> Increase DC CAS reading, writing, and math test scores Higher rates of grade level advancement Higher high school graduation rates Higher rates of college attendance and completion rates Lower truancy rates Higher attendance rates
					65% of younger youth will learn and be able to demonstrate growth and confidence in math and/or STEM skills.	65% of older youth will learn and be able to demonstrate growth and confidence in math and/or STEM skills.	65% of young adults will learn and be able to demonstrate growth and confidence in math and/or STEM skills.	
				Responsibility and Autonomy	65% of younger youth will understand the importance of school and other educational activities.	65% of older youth will complete their school work regularly.	65% of young adults will be motivated to learn new things.	
					65% of younger youth will be able to adopt strategies to overcome obstacles that may inhibit educational success.	65% of older youth will be able to adopt strategies to overcome obstacles that may inhibit educational success.	65% of young adults will utilize previously learned strategies and/or resources to overcome obstacles that inhibit educational success.	
				Mastery and Future	65% of younger youth will have knowledge of the importance of post-secondary education.	65% of older youth will have knowledge of the steps needed to go to college (ex. SAT/ACT, admissions, FAFSA).	50% of young adults will enter an apprenticeship program and/or post-secondary program.	
						65% of older youth will be able to identify post-secondary options that match their career interests.	65% of young adults will identify supports and resources to help increase their post-secondary plans.	



District of Columbia Office of the State Superintendent of Education
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